



**Faculty of Humanities and Social Sciences**

**Department of Education PGT Handbook  
2024/25**

**Postgraduate Certificate in International Education  
(PGCiE) Handbook**

This handbook is available online or in alternative formats.  
Please contact [education-ma@bath.ac.uk](mailto:education-ma@bath.ac.uk) if required.

[September 2024]

[NFAAR-PGT-VERSION]

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## Purpose and scope

Your handbook for academic year 2024/25 comprises the following three documents which should be read alongside each other:

1. [University information](#)
2. **Department handbook (this document)**
3. Your course specification

**All three of these documents were made available to you at the beginning of the academic year and/or at the start of your studies. You are expected to familiarise yourself with the contents.**

This handbook includes important information, about the Department and about your course, that you should be aware of whilst studying here.

This handbook can be provided in alternative formats. Please contact education-ma@bath.ac.uk.

The content of this handbook is accurate at the time of publication [*September 2024*] but information contained within may sometimes be subject to change after this handbook has been issued. You will be informed of any changes and issued with a revised version, if there are any material changes to the information in this handbook.

**Please note that links to further information are embedded in the title of each section or in applicable text.**

## The Department

### Introduction to the Department

Welcome to your part-time PGCE Programme in the Department of Education, University of Bath. This is a subprogramme of the MA Education, a highly regarded programme which has been running, in various forms, for more than 20 years. You belong to a large community of students from all over the world, many of whom are educational professionals. I hope you will feel part of our learning community and benefit from this extended professional network. Please join the Students' [Facebook](#) group where you can meet other students; this is used for peer support and to network. Please also follow us on [X \(formerly Twitter\)](#) @BathMAEd for news, updates, reminders and deadlines.

The PGCE Programme is designed for teachers, lecturers, trainers, educational leaders, managers and administrators, and those aspiring to a career in education. The programme gives you an unparalleled opportunity to study education at an advanced level.

The aims of the programme are to give you the opportunity to:

- improve your skills of critical thinking and analysis
- enhance your professional practice through greater theoretical understanding of current educational issues.

This Handbook is designed for those who have enrolled on the PGCE programme on a part time basis.

The programme is challenging, and you will be expected to work independently. But we will do all that we can to support you in your studies.

This handbook aims to provide you with some information that we think you will need in order to help you on the programme. Please read it and familiarise yourself with its content.

I wish you a very successful, enjoyable and stimulating year.

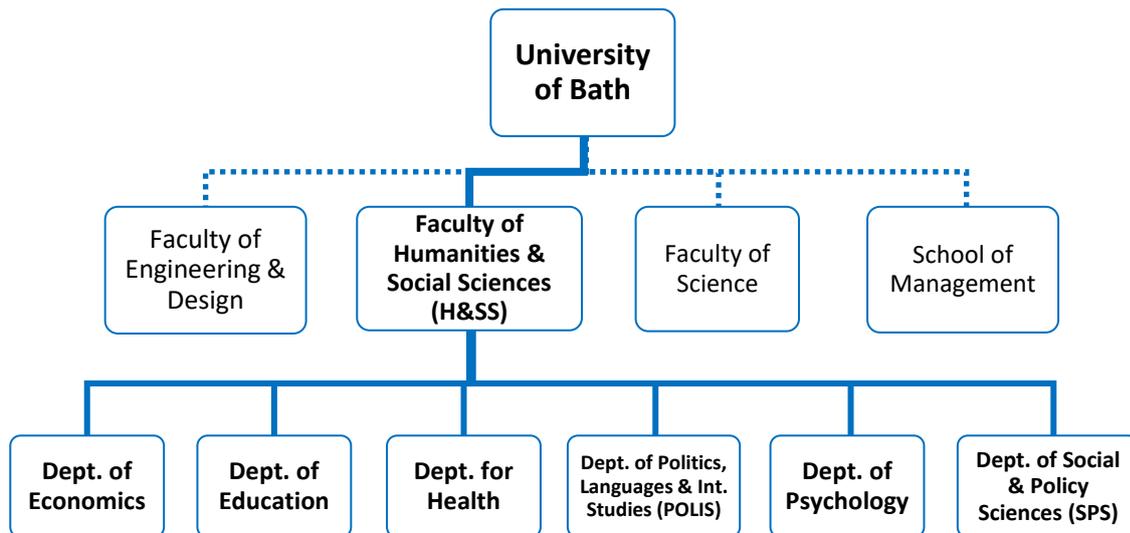
With very best wishes,

Dr MariCarmen Gil Ortega  
Director of Studies MA Education/PGCE

Departmental information including course teams

### Departmental Information

Your programme is delivered by the Department of Education within the [Faculty of Humanities & Social Sciences \(HSS\)](#). The Faculty is one of three Faculties and one School in the University (see below) and comprises six academic [Departments](#). [Economics](#), [Education](#), [Health](#), [Politics, Languages & International Politics](#), [Psychology](#) and [Social & Policy Sciences](#).



**Faculty H&SS Taught Programmes administration** Undergraduate and Postgraduate departmental taught programmes are delivered by academic staff in departments, with administrative support provided by our Taught Programmes Team. Our Taught Programmes Team consist of expert Managers, Officers, Administrators and Administrative assistants, located in office hubs across our Faculty buildings – 3 East, 1 West North, 1 West and 10 West.

Our Taught Programmes Team is responsible for all aspects of administrative support for all taught programmes in the Faculty, ensuring that services are efficient, effective and adapt to changing circumstances. We provide students with support and advice from registration to graduation and support academic teaching staff in our departments.

Our duties include:

- managing administrative processes of the faculty's taught programmes
- acting as a central point of contact for staff and students seeking advice
- offering programme-related operational support for academic teaching staff in departments

It is important that you get to know the administrators who look after your particular programme, as they can often provide invaluable guidance on various aspects of the programme. If your administrator is unavailable then please feel free to speak to any other of our other administrators listed below, all of whom will be very happy to help you. If you have any problems, then please feel free to contact one of the Programmes Officers or Managers.

Emails are managed via shared mailboxes to deal with enquiries from students and academic staff and these are regularly monitored by designated members of the team.

### Other Support

On the PGCiE course, you will work through online units that are convened by members of teaching staff from the department. You will also be assigned a tutor for each unit. If you need support with your unit, you should contact your tutor in the first instance. You can also contact the unit convenor. If you need support that is not directly related to your unit of study, you should contact the Director or Deputy Directors of Studies whose contact details are listed below.

### Contact information

The PGCiE is delivered by the Department of Education. The Department is located in 1West North – see the campus map at [Travel advice \(bath.ac.uk\)](http://www.bath.ac.uk/travel-advice)

Information regarding the department, including a list of academic staff, their individual research interests, departmental research activities, events (including seminars to which you may be able to attend) and news items can be found by linking from <http://www.bath.ac.uk/hss/>.

### Key Contacts/Staff List

Key contacts include your Director of Studies (a member of academic staff who has overall responsibility for the programme) and your administrator specifically:

Administrator	Responsibility	Room	Ext no	email
<b>Director of Studies</b>				
Dr MariCarmen Gil Ortega	All aspects related to your academic progression in the programme. Academic queries related to your units should be directed in the first instance to the Unit Coordinator.	1WN 3.04	5658	<a href="mailto:education-ma@bath.ac.uk">education-ma@bath.ac.uk</a>
<b>Deputy Director of Studies</b>				
Dr Siân Ephgrave	Student Support, Extensions, Suspensions, Ethics and Staff/Student Liaison Committee (SSLC)			<a href="mailto:education-ma@bath.ac.uk">education-ma@bath.ac.uk</a>

Dr Brendan Higgins	External Examiners, Moderation and Staff support			<a href="mailto:education-ma@bath.ac.uk">education-ma@bath.ac.uk</a>
<b>Programme Administrator(s)</b>				
Kath Earle	Programme Administrator	1W 3.04	6602	<a href="mailto:education-ma@bath.ac.uk">education-ma@bath.ac.uk</a>
Nic Topping	Programmes Administrative Assistant	1W 3.04	6105	<a href="mailto:education-ma@bath.ac.uk">education-ma@bath.ac.uk</a>

### External Examiners

External Examiners are appointed for a course or set of courses and are important in assuring academic quality and standards. Please note that it is not appropriate for students to contact an External Examiner directly. If you have any queries or concerns, please contact your Director of Studies in the first instance.

The External Examiner(s) for your programme are:

Dr Sue Grey, University of Exeter

### The University's expectations of students

#### University regulations

When you registered with the University you agreed to abide by the Regulations for Students. These are important documents which set out the roles and responsibilities of both you as a student and the University. **You are expected to familiarise yourself with these.**

#### Attendance expectations

**You are expected to be in attendance and participate in all scheduled learning and teaching activities required by your course.**

If you require a leave of absence from the University for any reason, please contact: [education@bath.ac.uk](mailto:education@bath.ac.uk)

#### Learning resources, Moodle, and recorded lectures

All the resources you need for your studies can be found on the Moodle pages linked to the course overall (PGCiE Hub Page) and to your specific taught unit. Your unit convenor will inform you of the dates for live online seminars throughout your unit. If you are unable to attend the seminar, a recording will be made available on the unit Moodle page, for you to watch in your own time.

## Student Representation

Mechanisms for student representation are designed to enable you to be an active partner in continually improving your learning and teaching experience. The main ways in which your feedback will be sought will be through:

- Staff/Student Liaison Committees (SSLCs) ([Academic and Faculty Reps](#))
- surveys and evaluations
- [the Students' Union](#)

Dr Sian Ephgrave is responsible for overseeing the SSLC. Please contact her via email if you are interested in becoming a student representative.

## Assessment

### Assessment Regulations

The University's New Framework for Assessment: Assessment Regulations: Phases 2 & 3 for postgraduate taught programmes ('NFAAR-PGT') specifies the rules governing progression from one stage of your programme to the next as well as for the award of degrees. The rules cover all areas of assessment, including supplementary assessment and the extent to which failure may be condoned.

If at any time you are in doubt about how NFAAR-PGT provisions apply to your work, please consult your Director of Studies.

This section highlights areas of the University's assessment framework for the type of programme you are undertaking. It explains the regulations that govern your assessment and outlines how the University makes decisions concerning your progression through your programme and award. Complete information is available in the [NFAAR-PGT document](#).

The full NFAAR-PGT, and definitions of terms used in it, are available online.

### Your programme and how you are assessed

Within a programme of study, there are *compulsory units* (i.e. those units in a programme which must be taken by every student registered on the programme), and there may also be *optional units* (i.e. those units students may choose from a range of options).

**In the Programme and Unit Catalogues, there are links to the relevant appendices of the NFAAR-PGT which state exactly how the assessment rules operate for each stage of your programme.**

The following points will help you to understand how the assessment rules relate to your specific programme, such as pass marks, averaging of marks and dealing with any failures:

Firstly, there are several references below to the [persistent generic rules](#) on the extent of any failures of units permitted overall. The rules are that you can only (1) fail and retrieve units, or (2) marginally fail units and have them condoned, **within set limits**. Breaking these rules results in failure of the programme.

- Your programme has Designated Essential Units (DEUs) which you must pass to gain the award you seek; even marginal failure in these units cannot be condoned.

- Your programme is a single-stage programme, so your eligibility for the award you seek will only be judged at the end of the programme. You must also never break one of the persistent generic rules.
- Your programme consists entirely of units that are Taught Stage(s) Credits. There is no Dissertation/Project type unit, and therefore no Programme Progression Requirement to get from a taught phase to a Dissertation/Project phase.
- Should you fail to qualify for the award at the end of this programme, there is no alternative award available.

The normal pass mark for a unit is 40%. In some units, you might need to achieve a threshold mark in one or more component assessments in order to pass the unit overall. Particular rules apply to failure of units of the 'Taught type', or in the 'taught' stages. They are as follows:

- If you fail any units badly (i.e. achieve less than 35%), you will have to undertake supplementary assessment – unless you have failed so many units that you fail outright or the attempted retrieval would break the rule on how much failure can be retrieved.
- If you only fail units marginally (i.e. achieve 35%-39%), you might be able to progress without supplementary assessment. Whether you do progress will depend on the total credit value of the failed units.

Your unit results are combined as follows to make overall assessment/award decisions:

- The Taught Stage(s) Average (TSA) will be calculated by taking the credit-weighted average of marks for all units required to contribute to the taught stage(s), or by taking the credit-weighted average of marks for all units defined as of 'Taught type' required to contribute to the programme.
- The Overall Programme Average (OPA) will be calculated by taking the credit-weighted average of marks for all units required to contribute to the programme.

### Calculating your Certificate outcome

A Board of Examiners will decide at appropriate points whether you are continuing to meet the requirements for the programme (including not breaking persistent generic rules whereby you can only fail and retrieve, or marginally fail and have condoned, units within set limits), and/or whether you have met all the requirements for your target award or any alternative that might be available. The outcomes will depend on both your performance in individual units and your overall performance. Generally, if you pass each of your units, you will progress and, in due course, be recommended for an award.

If you fail units beyond certain credit values, or you fail some too badly, you might break one of the persistent generic rules whereby you can only fail and retrieve, or marginally fail and have condoned, units within set limits, and this will result in failure of the programme – without any opportunity for supplementary assessment. (Further information on supplementary assessment is provided below.)

The criteria for making awards with distinction or with merit are described in the relevant NFAAR-PGT rules (paras. 78-80).

### Supplementary assessment

'Supplementary assessment' is the term normally used for an opportunity given to a student to retrieve failure before starting the next stage of a programme, or by the end of the programme if it is a single-stage programme or the failed units are not Stage Required Units (SRUs).

[Academic year dates](#), including the supplementary assessment period, can be found online.

Each unit's method of supplementary assessment is shown in the online Unit Catalogue. At supplementary assessment, students will normally have the opportunity to gain credit for units they successfully passed and to have the mark gained reported to them for feedback purposes, but a maximum mark of 40% will be awarded and used in the Overall Stage Average, the Overall Programme Average, the Taught Stage(s) Average, and any award calculation.

If you pass all your supplementary assessments, you will be able to progress onto the next stage of your programme and/or, as appropriate, be considered for an award. If you do not pass them all, the outcome will depend on your overall performance including consideration of the rules about passing particular types of units and the persistent generic rules (as set out above).

### Switching courses

If you are considering transferring to a different course, where this would be permitted, you should speak to your Director of Studies in the first instance. In certain circumstances you may be able to or may be required to transfer onto a specific alternative course, known as a Designated Alternative Course/Programme (DAC/P) if you have not met the criteria to remain on your current course of study.

Academic Registry have also published [further information and guidance on assessment arrangements](#). This also includes a link to the [University's Academic Integrity Training and Test](#). **All students will be unable to progress beyond the next progression point in their studies until they pass the test.** The test has a pass mark of 85% but you can take the test as many times as you need to.

### Individual Mitigating Circumstances (IMCs)

We acknowledge that you may experience circumstances that disrupt your assessment attempt or performance. Submitting an IMC claim allows you to report any conditions which prevented you from taking assessment or significantly impaired your performance. If accepted an IMC recognises that your assessment was affected.

**You are expected to familiarise yourself with the information available about IMCs** including the process for submission, the evidence requirements, how claims are considered and what can (and cannot) happen if a claim is accepted as valid.

## Coursework

### Assignment briefs, word counts and deadlines

#### Submission deadlines

You will be informed of the deadline to submit your assessment. Submission deadlines will be communicated to you at the start of each unit.

#### Dates and Deadlines for the PGCE, 2023-24

Please put these dates in your diary. They will help you to organise and plan your work, and to set personal targets throughout the year.

#### Submission deadlines

Students	Deadline for draft assignments	Deadline for final submission
<b>Distance Learners – 1 October 2024 starters:</b>		
12 credit units	15 January 2025	28 February 2025
6 credit Educational Enquiry unit	15 November 2024	31 December 2024
<b>Distance Learners – 1 April 2025 starters:</b>		
12 credit units	15 July 2025	31 August 2025
6 credit Educational Enquiry unit	15 May 2025	30 June 2025

#### Late submission of coursework

To ensure fairness to all students, you will be expected to hand in all assessed coursework and dissertations/projects by a specified date and time, and there are penalties for submitting work after the specified deadline. If there are valid circumstances preventing you from meeting a deadline, your Director of Studies may grant you an extension to the specified submission date. It is essential that you contact your unit convenor well in advance of the deadline if you think you are going to need an extension. Extensions cannot be granted after the deadline has passed.

#### Word counts

Coursework tasks will normally have a word limit or word range. This, and the penalty for non-compliance, will be confirmed when you receive an assignment.

You should check with your Director of Studies if you have questions about word counts and penalties.

#### Writing and Submitting Assignment

##### Assignment Writing

For each unit you must complete an assignment of 5,000 words (3,000 words for the Educational Enquiry unit) (+/- 10%) written on a topic relevant to the unit. You should submit

an assignment outline to your unit tutor and obtain the tutor's approval before you start writing.

You should then write a draft version of your assignment and submit this to your tutor via Moodle, who will give you feedback on the draft.

All dates and deadlines for the submission of assignments are published in the MA in Education - Information for Students (hub).

### **How to Submit your Assignments**

Please submit all your assignments by 11.59pm on the deadline. You must submit your draft chapter for one chapter and final dissertation electronically via Moodle. Instructions on how to do this can be found in the submission area for each individual Moodle course.

When you submit an assignment, make sure that you include a front coversheet. You can find a copy in the Moodle course: PGCiE Hub.

### **Word length of assignments**

Every taught unit assignment has a maximum length. Assignments should be 5,000 words (+ / - 10%). The length of the assignment for the Educational Enquiry unit is 3,000 words.

Your programme has adopted the University's default policy for non-compliance with the word limit or word range in accordance with QA16

(<http://www.bath.ac.uk/quality/documents/QA16.pdf>) as below:

- the marker(s) will stop reading the work once the student has exceeded a word limit (or the upper figure of a word range) by 10%. If a student writes less than the word limit (or the lower figure of a word range) they risk not maximising their potential mark;
- for the purpose of calculating the word count, footnotes are included, whereas contents pages, executive summaries, tables, figures, appendices and reference lists/bibliographies are excluded.

Coursework tasks will normally have a word limit or word range. This, and the penalty for not adhering to this, will be confirmed when you receive an assignment. Markers may stop reading/marking your work at the point it exceeds the word/page limit.

### **Coursework extensions**

If you find you are facing circumstances that are preventing you from submitting on time you can request an extension to your deadline before the work is due. Short extensions are often granted but occasionally there may be a better measure to support you depending on your individual circumstances and the type of assessment. You will need to give a brief explanation of how your circumstances are impacting on your ability to complete on time. Extension requests require evidence to confirm what has happened and when.

You can request an extension under 'student tasks' using the following link [https://samis.bath.ac.uk/urd/sits.urd/run/siw\\_lgn](https://samis.bath.ac.uk/urd/sits.urd/run/siw_lgn). Please note that the cut off point for extension requests is 5 working days before the final assignment due date. You will be required to provide evidence to support your extension request.

Students can apply for a maximum of 2 months extension for assignments.

### Marking and feedback

We have in place processes to ensure that assessment is conducted and marked in a fair and rigorous manner which upholds the academic standards of the University. You can find further information [on such processes, and their purpose, on our website](#).

### Feedback on assessment

During your course, you will receive feedback on your assessed work. This feedback may take different forms, depending on the subject and type of assessment. You will be informed of the timing and nature of the feedback you will receive on each assessment, including whether the piece of work itself will be returned to you. For exam-type assessment, you may receive general feedback relevant to all who took the assessment rather than individual feedback. You can discuss feedback you receive on assessments alongside your performance and progress in your studies at meetings with your Personal Tutor.

### Feedback and Marking

For each taught PGCiE unit, you are expected to submit an outline, then a draft, followed by the final submission. Your unit tutor will provide feedback on the outline and ONE draft of the assignment. Students who take advantage of the opportunity to receive feedback on a draft tend to achieve better results on the programme. Important: Please note that in no case will the tutor edit assignments that show a poor level of English. In such cases students should be given an indication that their use of language needs to be improved. Where appropriate, students will receive suggestions about proof reading before the final submission.

**Responsibilities of staff:** Staff will provide written electronic feedback to students on all final pieces of submitted written assessment using the standardised assignment feedback form incorporating common elements of feedback on strengths and feedback on areas which could be improved. In addition to feedback related to the learning outcomes and assessment criteria, staff will provide feedback that is consistent with the grading criteria and that focuses both on the specific piece of coursework and on developing generic skills for subsequent coursework. Feedback is also provided on complete draft assignments. Feedback on drafts will be formative to provide you with an indication of how to improve your assignment; the tutor will not give an indication of the precise mark or grade that the assignment is likely to receive.

Where a final assignment exceeds the word length limit (defined limit +10%), staff will not mark any work beyond this limit. The full range of grades are available for use in marking, however, a system of categorical marking is used (categorical marks to be used are shown in the assessment criteria, Annexe 3).

**Responsibilities of students:** Students should ensure they are familiar with the assessment criteria (Annexe 3).

**Timing of feedback:** Feedback for coursework will be uploaded to Moodle (the relevant unit sites), following the moderation of (or second) marking, normally within three weeks of a deadline not counting University holidays. Marks are provisional until agreed by Boards of Examiners for Units. Results are officially released via SAMIS following Boards of Examiners.

**Preparation for assessed coursework:** Advice on coursework is available in DL materials and tutors will provide individualised advice as requested.

**Monitoring:** Feedback is monitored via assignment moderation and/ or the Director of Studies. The Director of Studies also has responsibility to ensure that feedback is consistent with the assessment criteria.

## Your course

### Programme and Unit Catalogue

This is where you will find details about individual units for the current academic year. The catalogues also provide links to the relevant assessment regulations.

### Course Specification

Course Specifications set out important key information about your course, including the award title, the intended learning outcomes, and the structure of the course, as well as regulations for meeting the requirements for any exit awards and any agreed exemptions from your Assessment Regulations. You are expected to be familiar with this document and its contents.

## About your programme

### Programme aims and learning outcomes

#### Programme description: structure of your programme

The structure of your programme year for 2024/25 can be found in the 2024/25 Unit and Programme Catalogues (see below). The content of the Programme Catalogues is correct for teaching being delivered in 2024/25 at the time of publication. Programmes and units may be subject to reasonable change (see **Unit and programme changes** in this Handbook).

You have a maximum of 2 years to complete this part-time programme.

Your PGCiE Programme lasts for up to 2 years and requires completion of 3 units:

- Education in an International Context
- Either Curriculum Studies **or** Understanding Learners and Learning

- Educational Enquiry (consisting of a reflective assignment drawing on both issues studied in the first two units and your own practice)

The Educational Enquiry unit must be studied after the other two units have been completed.

**The length of a 12-credit unit assignment is 5,000 words.** Part time students are allowed 5 months to complete and submit each of these.

**The length of a 6-credit unit assignment is 3,000 words.** Part time students are allowed 3 months to complete and submit this unit.

Basic details of every unit can be found on the Unit Catalogues at:

<http://www.bath.ac.uk/catalogues/>.

### **Credit Tariffs and Exit Awards**

The size of each unit is defined by its credit tariff which relates to the approximate amount of study required.

### The Structure of the PGCiE

#### **Mode of Study**

#### **Distance Learning units (including Educational Enquiry units)**

Students taking taught units by distance learning use e-learning provided by the University. The units that can be studied in this way do not require attendance at either the University or a Study Centre. No formal contact time is involved: course materials are supplied online and require a commitment of approximately 120-240 hours of individual study. Exchanges between student and the University-appointed tutor will usually be by e-mail.

Enrolment for Distance Learning units takes place at two points in each year.

Unit start date: 1 October

Unit start date: 1 April

There is a limit to the number of places available on each unit and student applications will be treated on a first-come-first-served basis and alternatives recommended where necessary. Most units are taught online via Moodle.

**Important note about deferrals:** Once you are registered on a unit you must complete it. In exceptional circumstances you can defer to the next entry point but must do so within 14 days of your unit start date. Deferrals after this (i.e. beyond 14 days) are not permitted.

Please note that new students can sign up for one unit only for your first unit.

### Unit and programme catalogues

This is where you will find details about all individual units for the current academic year.

The Catalogues also provide links to the relevant areas of the University's assessment regulations, showing how these are applied to your programme of study.

See also the section in this Handbook on **Assessment**.

### Summary about the assessment of the PGCiE programme

All students are assessed under the New Framework for Assessment: Assessment Regulation (NFAAR).

In order to be awarded the PGCiE qualification, students should normally gain a pass (40% or above) in all three unit assignments. However, failure in the Educational Enquiry unit (six credits) can be **condoned** if it is graded in the range of 35-39%. One other taught unit can be **retrieved** by resubmission, although the grade will be capped at maximum 40%.

If you submit your final assignment more than 5 days late or if you do not submit at all this will be awarded a Fail 0%. You will be allowed one opportunity for retrieval by resubmission, for which the mark will be capped at 40%; any further Fails of less than 35% will mean you will not be able to progress on the programme (late submissions up to 5 days late are capped at 40%).

A Board of Examiners will decide at appropriate points whether you are continuing to meet the requirements for the programme (including not breaking persistent generic rules whereby you can only fail and retrieve, or marginally fail and have condoned, units within set limits), and/or whether you have met all the requirements for your target award or any alternative that might be available. The outcomes will depend on both your performance in individual units and your overall performance. Generally, if you pass each of your units, you will progress and, in due course, be recommended for an award.

# University of Bath Department of Education MA Unit Assignment and Dissertation Feedback Form

Draft/Final [please delete]

[to be used for all submissions from August 1st2021]

Student's name

Unit/Dissertation  
title

## TUTOR'S COMMENTS

Strengths in relation to the MA Assessment Elements

Areas for improvement in relation to the MA Assessment Elements

Other comments

Mark awarded

Date

1<sup>st</sup>/ 2<sup>nd</sup>/ 3<sup>rd</sup>  
marker [Please  
delete]

Tutors Signature .....

### University of Bath MA Education Study Planner

	Year 1		Year 2	
	October start	April start	October start	April start
Unit 1:				
Unit 2:				
Unit 3:				

#### Important notes

1. The study period for the PGCiE is 15 months (with a maximum of two years) and starts on the first day of the first unit. So, for example, if you start a Distance Learning unit on April 1<sup>st</sup> – this is the first day of your programme study period
2. 12 credit units are completed over 5 months. The 6 credit *Educational Enquiry* unit is completed over 3 months.
3. *Education in an international context* (12 credits) is compulsory for all students
4. *Educational enquiry* (6 credits) is compulsory for all students
5. You will need to take *one* optional 12 credit unit *Curriculum Studies* or *Understanding learners and learning*
6. Please check the [programme catalogues](#) for the current academic year for the list of compulsory and optional units required
7. You can study up to two units maximum at any one time, ideally only one for your first unit.
8. PGCiE can be studied in one year if you take one 12 credit unit (5 months) on the first semester and the two remaining ones on the second (i.e. one 12 credit unit (5 month) together with the 6 credit *Educational Enquiry* (3 months)).
9. The *Educational Enquiry unit* (6 credits) should be studied last. However, as you can chose to study a 12 credit unit (5 months) at the same time as the 6 credit unit (3 months), in this case you would finish this unit slightly before the last unit.
10. The *Educational Enquiry unit* (6 credits) is only available to be studied on-line (not currently available via Summer School or Study Centres).
11. You will accumulate 30 credits for the PGCiE.

## Annex 3 Assessment and Marking Guidance: Assessment Criteria

### ASSESSMENT CRITERIA (FROM SEPTEMBER 2015)

The level statements given below are illustrative rather than absolute requirements. They reflect the assessment elements.

Overall Scholarship Perspective Coherence	The extent of knowledge and depth of analysis. The breadth of view, critical perception and insight. The synthesis and control of material and the persuasiveness of arguments.
Content	The relevance of the topic to the content of the unit and the student's experience.
Structure	The structure and the way it enables arguments to develop logically and lead to reasoned conclusion
Presentation Clarity Style Appearance Length Referencing	Communication of ideas, use of syntax and typographical presentation Use of language Visual impression and clarity of layout Number of words specified for the assignment Accuracy in citation and attribution, and the application of academic conventions.
Analysis Argument Interpretation Evaluation Application	The line of argument within an appropriate conceptual framework. Interpretation: The development of a perspective through a reflective consideration within an appropriate conceptual framework. The weighing of evidence, exploration of other options, and the basis of judgements. Where appropriate, the application of findings and arguments in a reflective manner to the improvement of educational practices.
Use of sources Scope and number Types of sources Scope and number	Familiarity with a range of literature germane to the topic. The range of different types of sources used.

<p>Methodology, methods and ethics Methodology Design Critique</p>	<p>(For dissertations and assignments based on empirical study) The explanation of the kind of study undertaken and the justification of the methodology. The explanation and justification of the chosen methods, including ethical procedures, and the overall design. The consideration of the strengths and weaknesses of methodology, design, ethical procedures and underpinning theories.</p>
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	<b>70% -100% (Distinction)</b> <b>[72 75 78 82 85 88 95 100]</b>	<b>60% - 69% (Merit)</b> <b>[62 65 68]</b>	<b>50% - 59% (Good Pass)</b> <b>[52 55 58]</b>	<b>40% - 49% (Pass)</b> <b>[42 45 48]</b>
<b>Overall</b> Scholarship Perspective Coherence	The assignment shows extensive knowledge and considerable depth of analysis. It clearly demonstrates breadth of view and shows significant insight. Material is controlled well and is synthesised effectively and creatively. Arguments are sound and persuasive. Shows originality.	The assignment shows a broad knowledge and considerable depth of analysis. It clearly demonstrates breadth of view and shows considerable insight. Material is synthesised effectively and controlled well. Arguments are sound.	The assignment shows knowledge and a depth of analysis. It demonstrates a breadth of view and shows insight. Material is controlled well. Arguments are sound.	The assignment displays sufficient knowledge and an adequate depth of analysis. It shows sufficient breadth of view and insight. Material is generally controlled adequately. Arguments are generally sound.
<b>Content</b>	The topic identified is clearly and directly relevant to the content of the unit and the student's experience. An appropriate and well-grounded conceptual framework is securely established. A sophisticated discussion takes place within the conceptual framework and, in the better assignments, the discussion develops the framework.	The topic identified is relevant to the content of the unit and the student's experience. An appropriate and well-grounded conceptual framework is established. A thoughtful discussion takes place within the conceptual framework.	The topic identified is relevant to the content of the unit and the student's experience. An appropriate conceptual framework is established that is adequately grounded. A discussion takes place within the conceptual framework.	The topic identified is relevant to the content of the unit and to the student's experience. A conceptual framework is established that is in the main adequately grounded. The discussion draws upon the conceptual framework.
<b>Structure</b>	The assignment is well structured so that arguments develop logically and lead to a well-reasoned and original conclusion.	The assignment is well structured so that arguments develop logically and lead to a well-reasoned conclusion.	The assignment is adequately structured and arguments develop logically and lead to a reasoned conclusion.	The assignment is generally soundly structured. Arguments develop and

				there is an appropriate conclusion.
<b>Presentation</b> Clarity Style Appearance Length Referencing	Ideas are communicated exceptionally clearly. Appropriate syntax is consistently used. There are very few, if any, typographical errors. The writing is fluent and succinct which, together with the prudent use of language, gives scholarly style. The length of the assignment is acceptable. The visual presentation is of a high standard and the layout is clear. Referencing is accurate in citation and attribution. There is consistent application of academic conventions.	Ideas are communicated clearly. Appropriate syntax is consistently used. There are very few typographical errors. The writing is fluent and succinct and has a scholarly style. The length of the assignment is acceptable. The visual presentation is of a high standard and the layout is clear. Referencing is accurate in citation and attribution. There is consistent application of academic conventions.	Ideas are communicated clearly. Appropriate syntax is generally consistently used with very few typographical errors. There are only a small number of typographical errors. The writing is fluent and succinct and generally has an appropriately scholarly style. The length of the assignment is acceptable. The visual presentation is of good standard and the layout is clear. Referencing is accurate in citation and attribution. There is consistent application of academic conventions.	Generally, ideas are communicated clearly. Appropriate syntax is generally used. There are some typographical errors but not a significant number. The writing is generally fluent and succinct and the style is appropriate. The length of the assignment is acceptable. The visual presentation is adequate. The layout is sufficiently clear. Referencing is generally accurate in citation and attribution. Application of academic conventions is generally consistent.

<p><b>Analysis</b></p> <p>Argument</p> <p>Interpretation</p> <p>Evaluation</p> <p>Application</p>	<p><b>Analysis.</b> The assignment develops a well-reasoned line of argument and a perspective clearly develops through significant reflective consideration. Evidence is thoughtfully marshalled and weighed, a wide range of other options is explored, and judgements are soundly based on critical appraisal. Where appropriate, findings and arguments are applied reflectively and with considerable insight and explicit evidence is presented that shows improvement of educational practices.</p>	<p><b>Analysis.</b> The assignment develops a well-reasoned line of argument and a perspective clearly develops through substantial reflective consideration. Evidence is thoughtfully marshalled and weighed, a range of other options is explored, and judgements are based on critical appraisal. Where appropriate, findings and arguments are applied reflectively and with some insight and there is evidence showing improvement of educational practices.</p>	<p><b>Analysis.</b> The assignment develops a well-reasoned line of argument and a perspective develops through sufficient reflective consideration. Evidence is thoughtfully marshalled and weighed, some other options are explored, and judgements are based on critical appraisal. Where appropriate, findings and arguments are applied reflectively and there is evidence showing improvement of educational practices.</p>	<p><b>Analysis.</b> The assignment develops an adequately reasoned line of argument and a perspective develops through some reflective consideration. Evidence is marshalled and weighed with some thought, and some other options are explored, and judgements are generally based on critical appraisal. Where appropriate, findings and arguments are applied reflectively to the improvement of educational practices.</p>
<p><b>Use of sources</b></p> <p>Scope and number</p> <p>Types of sources</p>	<p><b>Use of sources.</b> The assignment clearly demonstrates considerable familiarity with and uses a wide range of literature germane to the topic.</p>	<p><b>Use of sources.</b> The assignment demonstrates familiarity with and uses a wide range of literature germane to the topic.</p>	<p><b>Use of sources.</b> The assignment demonstrates familiarity with and uses a range of literature germane to the topic.</p>	<p><b>Use of sources.</b> The assignment demonstrates sufficient familiarity with and uses of a range of literature germane to the topic.</p>

<p><b>Methodology, methods and ethics</b></p> <p>Methodology</p> <p>Design</p> <p>Critique</p>	<p><b>Methodology and methods.</b> For dissertations and assignments based on empirical study, it is clear what kind of study was undertaken. The methodology is fully justified. There is a thorough explanation and justification of the chosen methods. There is a full consideration of the strengths and weaknesses of the methodology, design and underpinning theories. Ethical issues have been considered.</p>	<p><b>Methodology and methods.</b> For dissertations and assignments based on empirical study, it is clear what kind of study was undertaken. The methodology is well justified. There is a sound explanation and justification of the chosen methods. There is a wide-ranging consideration of the strengths and weaknesses of the methodology, design and underpinning theories. Ethical issues have been considered.</p>	<p><b>Methodology and methods.</b> For dissertations and assignments based on empirical study, it is clear what kind of study was undertaken. The methodology is adequately justified. The chosen methods are adequately explained and justified. There is a sound consideration of the strengths and weaknesses of the methodology, design and underpinning theories. Ethical issues have been considered.</p>	<p><b>Methodology and methods.</b> For dissertations and assignments based on empirical study, it is more or less clear what kind of study was undertaken. The methodology is adequately justified. The chosen methods are explained and justified. The strengths and weaknesses of the methodology, design and underpinning theories are adequately considered. Ethical issues have been considered.</p>
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<b>Overall</b> Scholarship Perspective Coherence	The assignment is not securely at the standard required for a pass at Masters level. The assignment may display some knowledge and some analysis. However, it shows limited breadth of view and insight. There may be some effort to control material and to present an argument. Arguments may be partially convincing.	The assignment has significant weaknesses. The assignment displays limited knowledge and lacks analysis. It shows little breadth of view and does not display insight. Material is poorly used and the arguments lack persuasion. The assignment is largely descriptive.	The assignment has significant weaknesses and would need major work or rewriting to reach a passing standard. The assignment is under length and/or draft or non-scholarly in style. The assignment displays limited knowledge and lacks analysis. It shows little breadth of view and does not display insight. Material is poorly used and there is little argument; any argument lacks persuasion. The assignment is largely descriptive.
<b>Content</b>	The topic identified may to some extent be relevant to the content of the unit and to the student's experience. A conceptual framework may be presented, but this may not be adequately grounded. The discussion may not be adequately developed.	The topic identified may not be directly relevant to the content of the unit and to the student's experience. An appropriate conceptual framework may not be established and discussion is therefore lacking in focus.	It may not be clear how the content is related to the unit and/or the student's experience. A conceptual framework is absent or inappropriate. The discussion is weak and lacking in focus.
<b>Structure</b>	The assignment may not be very well structured. Arguments may be underdeveloped and may not be clearly linked to the conclusion.	The assignment may be poorly structured so that arguments fail to develop logically and there is no reasoned conclusion.	The assignment has no evident or clear structure; there may be no conclusion.

<p><b>Presentation</b></p> <p>Clarity</p> <p>Style</p> <p>Appearance</p> <p>Length</p> <p>Referencing</p>	<p>Ideas may be communicated, although not always clearly. Syntax may not be used adequately. There may be some typographical errors. The writing may be of limited fluency and the style may be inappropriate in some places. The assignment may not be of an acceptable length. The visual impression may be poor and the layout may be not fully clear. Referencing may be inaccurate and/or inadequate in some places.</p>	<p>Ideas may not be communicated clearly. The syntax may be weak and there may be a significant number of typographical errors. The writing may not flow and the style and use of language may be inappropriate. The length of the assignment may not be acceptable. The visual impression may be inadequate and the layout unclear. Referencing may be inaccurate in citation and attribution and there may be inconsistent application of academic conventions.</p>	<p>There are significant weaknesses in presentation to do with one or more of:</p> <p>Clarity (ideas not communicated clearly; writing errors evident)</p> <p>Style (not fluent or scholarly; inappropriate use of language)</p> <p>Appearance (poor visual impression and layout)</p> <p>Length (under length)</p> <p>Referencing (significant errors evident)</p>
<p><b>Analysis</b></p> <p>Argument</p> <p>Interpretation</p> <p>Evaluation</p> <p>Application</p>	<p>There is some attempt to develop a line of argument and a perspective, but this may be limited and lacking in reflective consideration. There is some limited attempt to marshal and weigh evidence, but insufficient consideration is given to other options. Judgements are based on limited critical appraisal. Where appropriate, some limited attempt is made to reflect and apply findings and arguments to the improvement of educational practices.</p>	<p>The assignment may not develop a reasoned line of argument. A perspective may fail to develop because there is little or no reflective consideration. Evidence may be neither marshalled nor weighed and other options may not be explored. Judgements may not be adequately based on critical appraisal. Even where appropriate, findings and arguments may not be applied reflectively to the improvement of educational practices. The assignment may be largely descriptive.</p>	<p>There is limited analysis or coherent argument. The assignment is largely descriptive with little or inappropriate reflective consideration and limited use of evidence. Any judgements are not justified or inappropriately justified. There are few, limited or inappropriate links to educational practice.</p>

<p><b>Use of sources</b></p> <p>Scope and number</p> <p>Types of sources</p>	<p>The assignment may demonstrate only a limited familiarity with and uses a limited range of literature germane to the topic.</p>	<p>Although some literature has been used the assignment may not demonstrate familiarity with a range of literature germane to the topic, or inappropriate literature may be analysed.</p>	<p>The assignment may inappropriately use only a narrow range of literature. There are significant weaknesses in the use of sources to do with one or both of:</p> <p>Scope and number (none or narrow range)</p> <p>Types of sources (inappropriate literature)</p>
<p><b>Methodology, methods and ethics</b></p> <p>Methodology</p> <p>Design</p> <p>Critique</p>	<p>For dissertations and assignments based on empirical study, it is not completely clear what kind of study was undertaken. The methodology may be justified to a limited extent. The chosen methods may not be sufficiently explained or justified. The strengths and weaknesses of the methodology, design and underpinning theories may be inadequately considered. There may be limited consideration of ethical issues.</p>	<p>For dissertations and assignments based on empirical study, it may not be clear what kind of study was undertaken and the methodology may not be adequately justified. The explanation and justification of the chosen methods may be inadequate. The strengths and weaknesses of the methodology, design and underpinning theories may not be considered. Ethical issues may not be considered.</p>	<p>There are significant weaknesses in methodology and methods to do with one or more of:</p> <p>Methodology (not explained justified or inappropriate)</p> <p>Design (not explained/justified or inappropriate)</p> <p>Critique (not included or inappropriate).</p> <p>Ethics (not considered or inappropriate).</p>